TRAINING AND ASSESSING YOUTH VOLUNTEERS AS DIGITAL TRAINING TEACHERS OF SENIOR ADULTS

WP 6 - Deliverable 6.1

“Learning how to teach, have fun, to make them enjoy and learn a lot.”
(Youth trainer, Module 3)
eScouts Project: Empowerment, Social Inclusion and Participation.

eScouts is aimed to develop an innovative intergenerational learning exchange between senior adults and youth volunteers.

eScouts is centred on the development of the digital competences of the senior adults and on the guidance to the youngest to better face their upcoming adult life challenges.

Methodology: ILBES: A fusion in harmony of two other methodologies:
- PAAR: Participatory and Appreciative Action and Reflection Methodology.
- CSL: Community Service Learning.

Therefore, we got a learning circle that, facilitated by developers of intergenerational learning, flows easily from youths to elders and the other way round.

Main actors:

Youth people (16 to 25 years old).
We want them to become ICT teachers of the digital excluded senior adults, while developing autonomy and active citizenship.

Senior adults (retired people over 55).
We want them to become mentors for the youth (their previous teachers) to better face work and life challenges with an ethic dimension and valuing youngest "digital capital".
The designed **Learning process** by Fundación Esplai (P1) and Reflective Learning (P5) consists of five modules:

- Module 1: Facilitators training.
- Module 2: Facilitators to Youth training.
- Module 3: Youth trainers to senior adults training.
- Module 4: Facilitators to senior adults training.
- Module 5: Mentors to Youth training.

The **Youth blended training** was composed by:

- Module 2 “Facilitators to youth training”:
  Two facilitators [by country] training fourteen young. 
  **Aim:** to become ICT trainers of elderly adults.

- Module 3 “Youth trainers to senior adults training”:
  Fourteen young volunteers [per country] training in pairs, seventy senior adults in ICT skills. 
  Senior adults were divided into groups of ten people.

**CHALLENGES**

- The inexperience of youth as teachers.
- The lack of experience of youth in using social skills with senior adults.
- The inexperience of senior adults with ICT technologies. Increasing their skills in ICT. Breaking with the digital gap.
- The rhythm of the adult learning.
- Developing civic, social and communicative skills in youth and senior adults.
- Create a greater commitment to society. Bonding with your community, your city.
- **Social skills**: Ability to express positive emotions and feelings, to be able to listen actively, to act in a respectful and tolerant way towards others, understanding that senior adults have not the same velocity as youth people. Breaking down stereotypes about youth and elderly people.

- **Communicative skills**: Ability to listen and express ideas in a group, to have an empathetic attitude, to be able to confront and solve interpersonal conflicts. Be able to be sensitive to and appreciative towards the different linguistic and reading abilities of other people. Ability to use a respectful, tolerant and empowering language in order to make others, comfortable and self-confident.

- **Team working skills**: Ability to improvise and have initiative, ability to motivate and encourage, be a leader, to be patient and have sense of responsibility and commitment.

- **Civic and social competences**: To know how to engage effectively with others in the public domain, and to display solidarity and interest in confronting and solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighborhood activities, as well as decision-making at all levels, from local to national level.

- **Digital competence**: Using ICT in a way that is efficient and effective in showing how ICT can help elderly people in their everyday living.
Fundación Esplai has designed, developed and carried out a Youth learning path scalable to different realities and contexts, starting from a common framework and competences description of each module.

In this regard, Fundación Esplai has described a specific Learning program design for Modules 1, 2 and 3 including:

- Learning outcomes: knowledge, skills, competences gained
- Learning contents: taught topics
- Learning methods: to be used to manage/motivate the learning activities
- Requirements: materials, venue, personnel, setting, etc.
- Evaluation and Assessment

Both, Module 2 (Facilitators to Youth training) and Module 3 (Youth to seniors training) were to be delivered in a 20 hours base of face to face training.

To ensure the local usability and feasibility of the LPD designed, Fundación Esplai hard recommend to translate, adapt and contextualize each Learning Program Design to the reality and language of their country.

In Facilitators training, Section 1: Resources for General training, there are collected M2 and M3 Learning Program Design contextualized from partners who participated in the Pilot phase:

http://platform.escouts.eu/course/view.php?id=15
**MODULE N./TITLE:** Facilitators-to-Youth Training

**ACTORS INVOLVED:** Trainers (Facilitators) + Learners (Youth)

**DURATION (in hours):** 2h. of Dissemination + 18h. of Contextualization + 20h. of Training (9 sessions) & Evaluation.

**DELIVERY DATE & PLACE:** 15th Nov. to 15th Feb.

### LEARNING OUTCOMES (Knowledge / Skills / Competences gained by the learners)

<table>
<thead>
<tr>
<th>Knowledge (theoretical and/or factual):</th>
<th>LEARNING CONTENT (Taught topics)</th>
<th>LEARNING METHODS (To be used to manage/animate the learning activities)</th>
<th>REQUIREMENTS (Materials, venue, personnel, setting, etc.)</th>
<th>EVALUATION and ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Know the aims of the eScouts project and their role as facilitator in the project.</td>
<td>- The gifts, talents and strengths of an older Facilitator.</td>
<td>- We offer an opportunity for young volunteers to take part in a European project in which the objective is to strengthen the intergenerational relationship. Young people take responsibility and attitudes similar to a first job, allowing them to include this experience as a first job.</td>
<td>All the necessary equipment to do the training depends on the country where the training will be developed.</td>
<td>Evaluation of the learning activities:</td>
</tr>
<tr>
<td>- Know which tools they have to work with Senior Adults.</td>
<td>- The digital gap concept and how it affects in their community.</td>
<td></td>
<td></td>
<td>Assessment of the learning outcomes:</td>
</tr>
<tr>
<td>- Know how to train elder people.</td>
<td>- The elements of good team working.</td>
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<tr>
<td>- Know how to plan activities and sessions depending on groups.</td>
<td>- The eScouts methodology, tools and schedule.</td>
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<tr>
<td>- Know about the Moodle platform to share experiences with other volunteers.</td>
<td>- The adult world: how understand adults, breaking stereotypes.</td>
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<tr>
<td>- Know about communication strategies, empathy and to manage a group.</td>
<td>-Positive engagement with senior adult and their responsibility as facilitator of them.</td>
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</tbody>
</table>

**Skills/Ability (the ability to apply knowledge and adopt know how to complete tasks and solve problems):**

- The sessions will be dynamic and interactive so that everyone can express their feelings and feel that they are an active part of the project. Acquire a commitment to society, the

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**Fundación Esplai recommends to use:**

- A room with chairs, tables and computers.
- One computer per person or per pairs.
- A blackboard.
- Some pens and markers.
- Papers.
- Social skills: Ability to express positive emotions and feelings, to be able to listen actively, to act in a respectful and tolerant way towards others, understanding that senior adults have not the same velocity as youth people.
- Communicative skills: Ability to listen and express ideas in a group, to have an empathetic attitude, to be able to confront and solve interpersonal conflicts.
- Team working skills: Ability to improvise and have initiative, ability to motivate and encourage, be a leader, to be patient and have sense of responsibility and commitment.

**Competences** (To use the proven capabilities, knowledge, skills as well as personal, social and methodological skills in work or learning situations and in professional and/or personal development):

- Civic and social competences: The learner knows how to engage effectively with others in the public institution and themselves.
  - The nature of facilitation and the qualities of a good facilitator.
  - The elements to become a good communicator.
  - The elements to know how to plan training and each session.
  - The potential of the Moodle platform to share experiences and resources with other youth-facilitators.

<table>
<thead>
<tr>
<th>Competences</th>
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<tbody>
<tr>
<td>- Internet connection.</td>
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</table>

- In addition to using presentations and videos, we will develop activities and create spaces for debate.
- All contents that are shared during sessions will be posted on the Moodle platform.
Youth people will have a specific space in Moodle platform to share resources, contents and impressions with other national colleagues and a specific space in Moodle platform to share forum and resources with European colleagues.
domain, and to display solidarity and interest in confronting and solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighborhood activities, as well as decision-making at all levels, from local to national level.

- Digital competence: Using ICT in a way that is efficient and effective in showing how ICT can help elderly people in their everyday living.

- Communication competence: Ability to communicate clearly and effectively to all project participants. Ability to explain and illustrate different ICT functions and possibilities to a wide range of older adult abilities. Be able to be sensitive to and appreciative towards the different linguistic and reading abilities of project participants.

Ability to use a respectful, tolerant and empowering language in order to make project participants
comfortable and self-confident.

- Sense of initiative competence:
  Able to be pro-active and independence in managing and delivering project training.
# Youth-To-Senior Adults Training

**Trainers (Youth) + Learners (Senior Adults)**
At least 20 hours for Training + Evaluation

## Learning Outcomes
(Knowledge / Skills / Competences gained by the learners)

- Knowledge (theoretical and/or factual):
  - To know about useful uses of ICT.
  - Depending on the group and their interest you will choose which items are the most important for your senior adults.

- Skills/Ability (the ability to apply knowledge and adopt know how to complete tasks and solve problems):
  - To improve skills and abilities in ICT issues.
  - To enjoy intergenerational dialogue with youth people.
  - To be patient with the youth facilitators.

## Learning Content
(Taught topics)

- Depending on the diagnosis made before, youth facilitators will teach one topic or another of ICT skills. In our proposal, Fundacion Esplai thinks about of creating a basis ICT skills in order to guarantee all senior adults, have this necessary level to enrich their growth in ICT skills. Fundación Esplai only makes a proposal of Learning content but each organization should decide what senior adults need to be touched.

- Unit 1: The Word processor.
  - To open a document.
  - To save a document (on the computer and in a USB memory stick).
  - To close a Word document.
  - Bold, Italic and Underline words in a document.
  - Size and font.
  - Write in capital letters.
  - Colors.

## Learning Methods
(To be used to manage/animate the learning activities)

- We offer the chance to senior adults to be trained in ICT skills by youth people as teachers.

- We offer an opportunity for senior adults volunteers to take part in a European project in which the objective is to strengthen the intergenerational relationship.

- Learning cards, simple and visual, will be used in order to help senior adults to integrate new knowledge.

- Facilitators will also suggest a large number of

## Requirements
(Materials, venue, personnel, setting, etc.)

Depending on the topics each facilitator-partner decide to carry out during sessions, they will need other resources that do not appear in the following list.

At least, we recommend to use:
- A room with chairs, tables and computers.
- Internet connection.

## Evaluation and Assessment

**Evaluation of the learning activities:**
- Generic evaluation tools developed by Lapis.

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*Image and logos are not relevant to the content and have been excluded for clarity.*
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Unit 2 - Internet: Internet Browsers.</th>
<th>Unit 3 - Internet: The e-mail account.</th>
<th>Assessment of the learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies (To use the proven capabilities, knowledge, skills as well as personal, social and methodological skills in work or learning situations and in professional and/or personal development):</td>
<td>-Insert images.</td>
<td>practical exercises to help senior adults to learn easily. Work in pairs or individually will also help them.</td>
<td>-. Working in pairs, senior adults will develop a personal project related on ICT skills (Word, Internet,...). At the end of the course, senior adults will make a presentation of the final product.</td>
</tr>
<tr>
<td>Competencies before doing the training:</td>
<td>-The spelling corrector.</td>
<td>- The use of presentations, images and videos on computers will help seniors adults to get familiar with computers.</td>
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<tr>
<td>Very basic computer skills knowledge. The user has no autonomy in the use of ICT. The user knows how to use the mouse and move around the computer with the help of someone. The user has used Word processor and internet browsers but always with the help of someone. The user has never use ICT tools in depth.</td>
<td>-Internet-First steps.</td>
<td>-What is e-mail account.</td>
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</tr>
<tr>
<td>Competencies after having done the training:</td>
<td>-The browser.</td>
<td>-Open an e-mail account.</td>
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</tr>
<tr>
<td>Basic computer skills knowledge. The user begins to have autonomy in the use of the Word processor, Internet browsing and proper use of an e-mail account.</td>
<td>-Read newspapers via internet.</td>
<td>-Enter in your e-mail account.</td>
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<td></td>
<td>-See videos.</td>
<td>-Our Mailbox.</td>
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<td>-See movies.</td>
<td>-Mailbox Folders.</td>
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<td></td>
<td>-Listen to the radio.</td>
<td>-Read a received mail.</td>
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<td>-Write a new e-mail.</td>
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<td>-Address book.</td>
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<td>-Attach a file.</td>
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<td>-Reply and Forward.</td>
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<td>-Multiple recipient.</td>
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<td>-Precautions.</td>
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<td></td>
<td></td>
<td>-Install Gtalk.</td>
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<td>-Sign in Gtalk.</td>
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<td>-Know who is online.</td>
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<td>-Options Gtalk.</td>
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<td></td>
<td></td>
<td>-Start a written conversation.</td>
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<td>-Add a contact to the conversation.</td>
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Another practical source of examples that may help facilitators to create local trainings of module 3 is on Microsoft Unlimited Potential that it’s online and for free: (http://www.microsoft.com/About/CorporateCitizenship/US/CommunityInvestment/CommunityTechSkills/UPCurriculumDownloads.mspx):
-Course 1: Computer Fundamentals.
-Course 2: Digital Media Fundamentals.
-Course 3: Internet and World Wide Web Fundamentals.
-Course 4: Web Design Fundamentals.
-Course 5: Word Processing Fundamentals.
-Course 6: Presentation Fundamentals.
-Course 7: Database Fundamentals.
-Course 8: Spreadsheet Fundamentals.
INNOVATIVE FEATURES of Modules 2 & 3


Nowadays, the age is the second leading cause of discrimination, the first leading cause is genre. Yesteryear, there was a coexistence of generations that allowed sharing of values and transmitting experience, but now there is not. This project has provided the space, time and resources to avoid this isolation between generations. Enlivening the motivation, we have facilitated the intergenerational participation between youth and elderly.

- A sense of empowerment.

Because we believe in their strengths, talents and all the knowledge they have within, youth and elderly are the target audience of eScouts project. Thanks to the figure of facilitator and through stimulating activities, the eScouts project have promoted the skills, resources, opportunity and motivation to improve the knowledge and competence in youth and elderly participants.

- Scaffolding for meaningful dialogue. Learning through reflection.

In the training modules, we have worked concepts such as empathy, active listening, cooperation, solidarity, mutual respect ... all with the aim that youth and elderly construct new forms of expression. Through dialogue and reflection, young and elderly could complement their thoughts and ideas with their peers and thus, collectively, build new meanings. From the experiences of intergenerational dialogue, we have all learned to communicate more enriching to think critically and creatively.
THE RESPONSES

- Promote the first professional experience.
- Promote the active participation of youth people in its community.
- Reduce the digital gap in Senior adults people.

THE LESSONS LEARNED:

- Learning is increasingly important in all ages. It improves self-confidence, cognitive and communicative skills.
- Enabling ICT skills for practical and everyday uses.
- Encourage significant encounters between generations. Transforming society. Empowerment of communication.
- The importance of youth and seniors. The power of teamwork.
- The value of taking advantage on a collective intelligence, against individualistic and / or homogenizing proposals.

LEARNING AND SUPPORT MATERIAL FOR YOUTH PARTICIPANTS SESSIONS.

Fundación Esplai has designed and developed some support material, learning content and activities for Module 2: Facilitators to Youth training and Module 3: Youth trainers to Seniors adults training.

All this information and support material is uploaded in Facilitators training, Section 2: Resources for Youth Training:

- Module 2: Description of the activity planning proposal.
- Module 2: Activities of the Activity planning proposal.
- Module 3: Description of the activity planning proposal.
• Module 3: Activities of the Activity planning proposal.

http://platform.escouts.eu/course/view.php?id=15

In this section, there are also collected different training material (in M2 and M3) from different countries:
- Spain - Fundación Esplai
- Italy - ARCI
- UK - Reflective Learning
- Italy - Reflective Learning
- Bulgaria - ICTD
- Poland – PFDM

**SOME SAMPLE CONTENT MATERIAL & ACTIVITIES OF MODULE 2 and 3:**

🔍 **Dynamic for self and group confidence**

**AIMS:**
- To develop contact among group members.
- To increase self-esteem and self-confidence.
- To increase the group consciousness.
- To relax.

**DESCRIPTION:**

One participant will be asked to lay face up and very straight but relaxed on the floor, with his/her eyes closed. The other participants will take him/her from underneath, and keeping him/her straight, will raise and move him/her very softly (some relax music may help). Both, the height and the position can be modified.

After the exercise, participants will share their feelings and opinions about it.
Cooperation dynamic – The Square

AIMS:

- To develop group cooperation.
- To learn to respect others’ opinions and ideas.
- To promote teamwork and the comradeship.
- To develop imagination.

DESCRIPTION:

The facilitator will draw a square on the floor with a chalk. This square will be first big enough to include all participants. They all will stand inside the drawn square with no feet outside. Each time, facilitator will ask the group which floor tiles they want to get out of the square, so it becomes smaller progressively while the difficulty of including the whole group inside increases.

When the square is too small, the facilitator will be allowed to modify some of the dynamic rules to achieve its objective (the possibility to keep one foot inside keeping the other one up in the air, for instance).

Proposal of opening questions for adults/seniors

AIMS:

- To create dialogue among youth and elderly.
- To learn and put in practice active listening.
- To learn to respect others’ opinions and ideas.
- To increase self-esteem and self-confidence.

QUESTIONS:

1. Ask them about the moment they decided to learn ICT and how to use a computer.
2. Ask them about the first time they sit in front of a computer: their feelings, fears, curiosities …
3. How have they previously learnt new things: on their own, as part of a group, with a teacher...
4. Ask them about the result of previous ICT training, if any, and which uses they give to it (or would like to).
5. Ask them to propose ways to facilitate adults ICT learning. Which factors or ideas would they consider key in this process.

**The farmer**

**AIMS:**
- Observe communication mistakes
- Observe the consequences and distortion caused when we tell what we have heard
- Observe and become aware of language difficulties
- Answer to the initial debate question: ‘Have you ever said something which has been misunderstood?’ ‘Why do you think this could happen?’

**DESCRIPTION:**

1. Three people leave the classroom.
2. Those remaining in the classroom are told this story:

   “In a granary located in West US a farmer called Billy used to live happily with his wife Margarita and their 3 children, Melisa, Felipa and Clarita. Billy liked working the land and riding his horse, a black steed named Carbón (Coal).

   Everything went smoothly in that peaceful place until something terrible happened one afternoon: a hurricane-force wind came made the granary’s roof fly and fall to the ground, as well as all the antiques in the attic and his red van, he really was fond of.

   The days after the hurricane the whole family was devoted to repair the roof and the attic, and they also bought a new van, as their old one was in the East US dragged by the hurricane-force wind.”
3. One of the 3 people outside the classroom will be asked to come back in, and one of those already inside, will tell him/her the story from memory. The rest of the classroom will observe, with the written story in front.

4. After that, the one who just entered the classroom will ask another one to come in and tell him/her the story he/she has just heard to him/her, and so on.

5. Last person entering the classroom and be told the story, will listen to the original story.

Proposal of roles to be played in the classroom

- The granny who can’t see or read well

  - You are a really nice person but you are 80 and your mental capacity is not that quick or good any more.

  - It is difficult to you keep and remember things, even if they have been just explained to you. You are asking questions all the time and those glasses you are wearing are not good to see the computer screen.

  - To cop it all, you read like a primary school boy/girl and your reading comprehension is really bad.

  - Despite everything else, you are really grateful with classmates who help you and with the facilitator who really shows a big patience with you.

- The absent-minded

  - Your concentration ability is really low.
- When teacher/trainer is explaining something you are doing/thinking other things, so when it’s time to practise you always have to ask for help because you missed it all.

- The inquisitive /busybody

- You keep interrupting facilitator’s explanation all the time, asking lots of questions and complaining because you don’t understand anything, whining because you find the contents too difficult.

- You want to write down each Word the teacher says, and so you need he/she to repeat things constantly.

- You hardly touch the computer; just want to use your notebook.

### Insert colors

**AIMS:**

- Being self-confidence with ICT skills.
- Understand how useful ICT competences are in daily life.

**CONTENT MATERIAL:**

The Word processor allows us to color the text you typed and highlighted with a colored background.

For this we have two buttons on the Toolbar: Home > Font:
- **To color the text.**

  1. Select the text you want to change the color.
  2. Press the button "color" of the toolbar Home>Font.
  3. Click on the arrow and you'll open the drop-down list of colors.
  4. Mouse over and click on the color you need. You'll see how it changes the selected text. Remember, the automatic color is black.

- **To highlight a text.**

  1. If we want to color the background of the text (highlight it), proceed as you did before. First select the text you want to highlight.
  2. Press the button of the toolbar. Home>Font.
  3. Click on the arrow and you'll open the drop-down list of colors.
  4. Mouse over and click on the color you need. You'll see how it changes the selected text.

So, we can apply both to the same text format and simulate the reverse color.

**DO IT YOURSELF!**

Enter your name and put in a highlight in red and white font color.

María López
Watch videos

AIMS:

- Being self-confidence with ICT skills.
- Understand how useful are ICT competences in daily life.

CONTENT MATERIAL:

On the Internet there are many pages where you can watch other people videos and upload your videos if you wish to.

One of these sites, probably the most used, is YOUTUBE.

To access this page, open a browser (i.e. Explorer, Firefox,...) and type the following address: www.youtube.com.

DO IT YOURSELF!

Search videos:

To find a video on Youtube, we should use the search engine of Youtube and look for what we want to search. For example, your favorite singer.
This is only a part of the whole learning and support material that it is uploaded in Facilitators training, Section 2: Resources for Youth Training:

- Module 2: Description of the activity planning proposal.
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